DOCUMENT RESUME

ED 411 926 JC 970 539

TITLE	Oakton Community College Annual Report to the Community, Fiscal Year 1996.
INSTITUTION	Oakton Community Coll., Des Plaines, IL.
PUB DATE	1997-09-00
NOTE	37p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annual Reports; *Community Colleges; *Educational Finance; Educational Improvement; Enrollment; Financial Policy; Fund Raising; Grants; *Institutional Characteristics; Mission Statements; Money Management; Program Descriptions; School Demography; *School Statistics; Student Characteristics; Teacher Characteristics; Two Year Colleges
IDENTIFIERS	*Oakton Community College IL

ABSTRACT

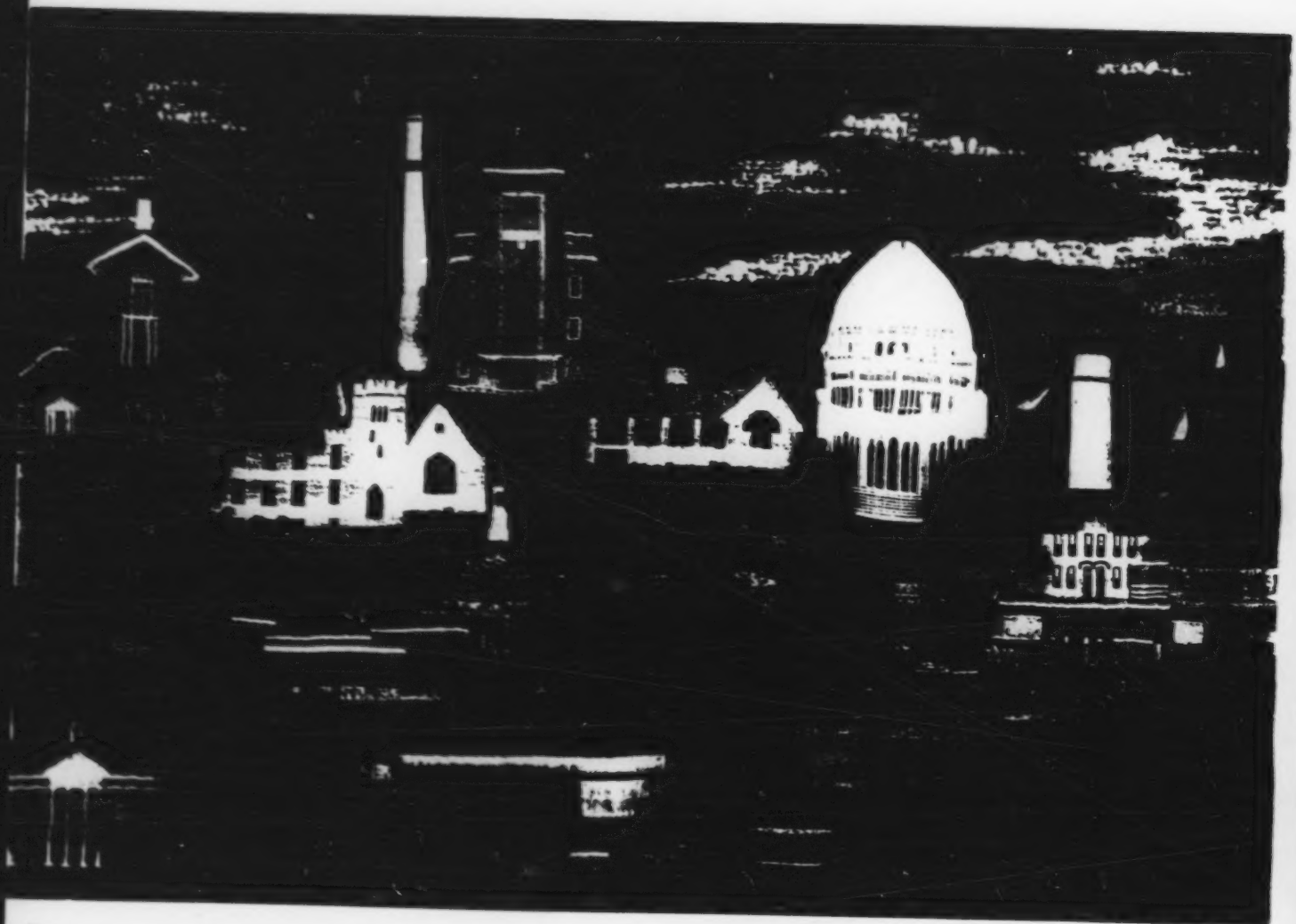
This 1996 annual report from Oakton Community College in Illinois was prepared to inform the community about the college's operations and finances, but in a more condensed, user friendly format than the comprehensive financial report. It includes statements from the board chairman and president, a mission statement, and a description of the board of trustees. It also provides general information about Oakton's educational programs, student services, employees, and students. Oakton's major initiatives are to enhance academic instruction and services to students. Integral factors for the college's development include location of funds, partnership between education and the community, and both public and private support. The report also provides the college's balance sheet for its educational foundation, as well a list of student, faculty, staff, and administrators' achievements. The report concludes with information on the college's financial condition, including: (1) a condensed balance sheet and history; (2) a condensed statement of financial activity of the years 1992-1996; (3) revenues listed by source; (4) 1995 property tax distribution; (5) credit hour grant rated by instructional category; (6) use of resources and financial activity for the years 1992-1996; and (7) net instructional cost per credit hour. (YKH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 411 926

ANNUAL REPORT TO THE COMMUNITY

Fiscal Year 1996



JC 970 539

OAKTON COMMUNITY COLLEGE
Community College District 535
Des Plaines, Illinois

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. E. Hilquist

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Report to the Community

This report was prepared to inform the community about Oakton Community College, its operations, and its finances. It is designed for those readers who do not have the time or the financial training to make use of other more comprehensive and detailed reports published by the College and for those readers who prefer to have an overview or summary of the College, its financial condition, and its success in serving the varied requirements of the community.

The financial information presented here is condensed and summarized from, but does not substitute for, the College's *Comprehensive Annual Financial Report* (CAFR). The CAFR presents the College's financial position and financial changes for each year presented in conformity with generally accepted accounting principles. This *Annual Report to the Community* does not conform to generally accepted accounting principles and associated reporting standards as set forth by applicable governing bodies. Some of the reported statistical information is from the College's *Annual Budget*. Both of these documents have received awards for outstanding financial reporting from the Government Finance Officers Association. Both the CAFR and the Budget, as well as other referenced material, are available upon request from the Office of the Vice President for Business and Finance. We welcome your comments and suggestions to improve our presentation.

BEST COPY AVAILABE

TABLE OF CONTENTS

Table of Contents

FROM THE BOARD CHAIRMAN	2
FROM THE PRESIDENT	3
OUR MISSION	4
BOARD OF TRUSTEES	6
ABOUT OAKTON	8
ABOUT OUR STUDENTS	10
ABOUT OUR EMPLOYEES	12
COLLEGE DEVELOPMENT Oakton Community College Educational Foundation	14
ACHIEVEMENTS	15
FINANCIAL CONDITION Condensed Balance Sheet and History Assets and Liabilities Condensed Statement of Financial Activity Primary College Operations Property Taxes Resources as a Result of Student Enrollment Expenditure by Type of Service Expenditure by Type of Cost Site and Construction Bond Issue How Well Are We Doing?	18

About the Cover: The 24' x 4' tapestry on the cover, entitled *OPUS 535*, was designed and executed by Wilmette resident and artist Sally Schoch. It is installed at the entrance to the President's office.

From the Board Chairman
FROM THE BOARD CHAIRMAN

Amelia B. Mader

Oakton Community College is an extraordinary community resource where the foremost commitment is to teaching and learning. Each year thousands of students enroll in courses to meet requirements for transfer to four-year colleges or to complete programs to enhance their career employment skills; others enjoy continuing education classes. Each year more than 100,000 lives are touched by Oakton.

It is my privilege to be affiliated with Oakton Community College. As a community member I have benefited from the College's offerings. As a taxpayer, I am confident that my support dollars are building an exemplary institution. As Chairman of the Board, I am humbled, but honored and proud, to be a part of this College.

As Chairman I pledge to honor Oakton's mission and reaffirm our commitment to serve the community and demonstrate excellence and achievement. Standards of excellence are pervasive throughout the campus. We measure our success through every aspect of the College operation—through our classroom teaching, lab instruction, administrative services, student services and community services. This commitment to excellence is evident in the efforts of faculty and staff who serve as role models both in and outside the classroom and who demonstrate their involvement in the community served by the College. We measure our success by the achievements of our students. Motivated by the classroom commitment to teaching and learning, Oakton students represent a broad spectrum of achievement; many of those achievements are detailed in this report.

Oakton has always encouraged lifelong learning opportunities. However, never has the need for continued learning been greater than it is now as information technology continues to affect nearly every aspect of our lives. The workplace of today is not the workplace it was a mere five years ago. In order for our students to succeed in the world of work, technological competencies must be demonstrated. As new innovations are developed, so must new skills be acquired.

I can say with confidence we at Oakton welcome the challenges to meet the technological needs of the next century. Through continuous curricular revision, upgrading of computer facilities, enhancement of our service operations and student systems, we are providing Oakton students with the education and experiences that will enable them to successfully compete in an increasingly technological world.

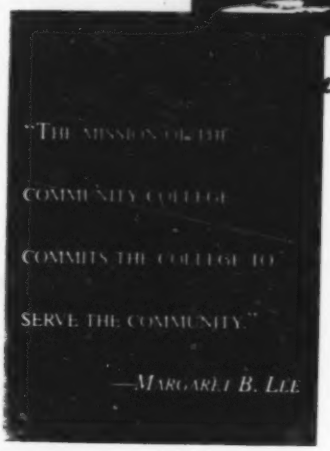
The next century beckons with challenges and promises for us and our students. Oakton is moving forward to meet these challenges.

FROM THE PRESIDENT

From the President

Several years ago at an annual meeting of the American Association of Community Colleges, Ernest Boyer said that if community colleges didn't exist, someone would have to invent them—so essential and appropriate are they to serve and meet the educational needs and demands of our world at the close of one millennium and the beginning of another. He challenged us, at the same time, to "expand our sense of neighborhood" and "learn to act more like citizens of an increasingly interdependent planet."

The mission of the community college commits the college to serve the community. More often than not, the community college uses the word "community" as its middle name. Oakton Community College is an integral part of the fabric of the community it serves. That community encompasses 16 cities, towns and villages of the North Shore and the northern suburbs of Cook County. In addition to our campus sites in Des Plaines and Skokie, Oakton courses and classes are regularly offered in over 60 locations throughout the district and at countless more business, industrial and other organizational sites through contracts and various agreements.



Oakton Community College is a catalyst for, and a reflection of, a community enriched and strengthened by the diversity of its members. As community colleges have always been, Oakton is a point of entry to higher education and the work force for many. Oakton is also a starting place for those who come from half a world away to join our community. They are often credentialed from another system, but need to learn English in order to translate skills learned elsewhere into the vocabulary and practices of their new homeland. Today in our classrooms, our corridors and our cafeterias we can hear conversations in more than 50 different languages.

Oakton Community College is, in many ways, a microcosm of our larger community that extends beyond our district borders and the geographical community we serve to the rest of our planet. Because technology has broken down the barriers of time and space, we may think of our world as 600 milliseconds in diameter—the time it takes to communicate on the Internet with anyone half a world away (or orbiting above us).

In addition to many varieties of traditional classroom instruction, Oakton Community College is actively involved in reinventing what education looks like and where and how it happens. Oakton provides a hospitable connection along the information superhighway through our participation in distance education with a great variety of colleges, universities, high schools and other organizations in Illinois. Such electronic access to and delivery of education is certain to become a more important option for many of our students in the years ahead.

All of us who are privileged to call Oakton Community College our "working home" are committed to serving the community that supports us and to create and sustain the climate of our community in our classrooms, on our campuses, throughout our district and across the virtual learning places in cyberspace. Our goal is to be so responsive to and involved with, and so much a part of the fabric of the cities, towns and villages we serve that it will be indiscernible where the community ends and the college begins.

BEST COPY AVAILABLE

OUR MISSION *Our Mission*

Our mission is to serve the post-secondary educational needs of the residents of College District 535 with the following:

- Baccalaureate and general education for students planning to transfer to four-year colleges or to earn an associate's degree in liberal arts, business, science or pre-engineering.
- Occupational education to provide students with career training suitable for obtaining employment or enhancing occupational skills.
- General or developmental studies for students requiring additional preparation before they can begin college-level education.
- Continuing education through the Alliance for Lifelong Learning (ALL) for residents of the community who seek to acquire new skills or additional learning outside the traditional college setting. Classes are held at a variety of locations district wide.
- Public service activities to meet specialized needs of the community including cultural events, workshops, seminars and classes on and off campus.
- Student services including counseling, advisement, testing and special services.

Oakton strives to be a premier community college which it defines in the following way:

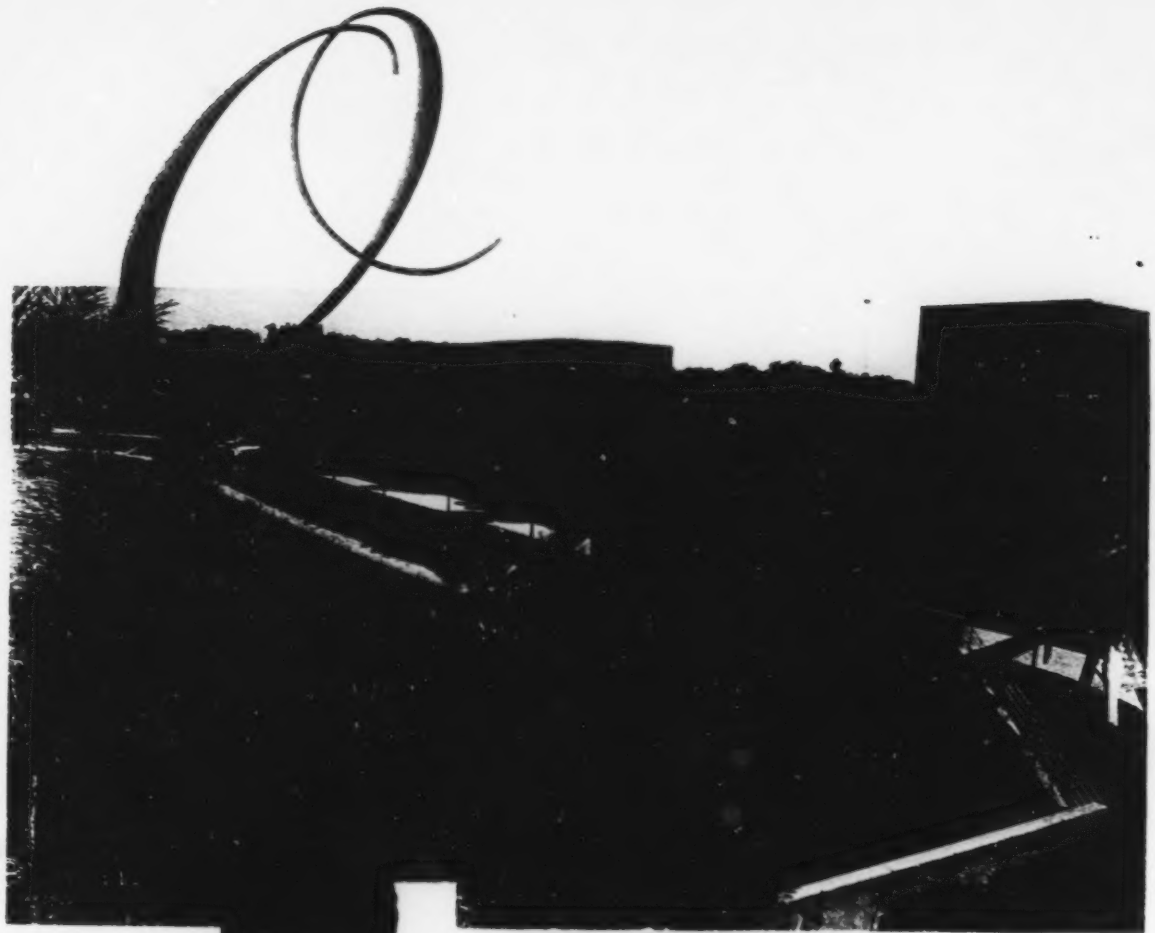
A premier community college is one that has a clear vision of the people it serves and their needs; it designs its facilities and dedicates its resources to meet those needs. It prides itself on the professionalism and excellence of both its faculty and its support and administrative staffs, and it fosters a sense of community among them. It provides its community with academic programs and support services in a challenging, creative and caring environment. Its academic excellence and program quality are recognized both locally and nationally. It sees the student as a whole person and prepares students to succeed by providing opportunities for learning, both formal and informal.

SELECTED PARTICIPATION IN COLLEGE PROGRAMS AND ACTIVITIES BY FISCAL YEAR

	1994	1995	1996
College Enrollment	29,247	27,258	27,670
Alliance for Lifelong Learning Enrollment	24,259	24,781	22,258
Community Service Participation	15,109	14,225	16,177
Total	68,615	66,264	66,105

100,000 people are served each year through the College's services and facilities available to the community including the library (a member of the North Suburban Library System), trade shows, special interest exhibits and many other events held on our two campuses.

BEST COPY AVAILABLE



BEST COPY AVAILABLE

BOARD OF TRUSTEES

Board of Trustees

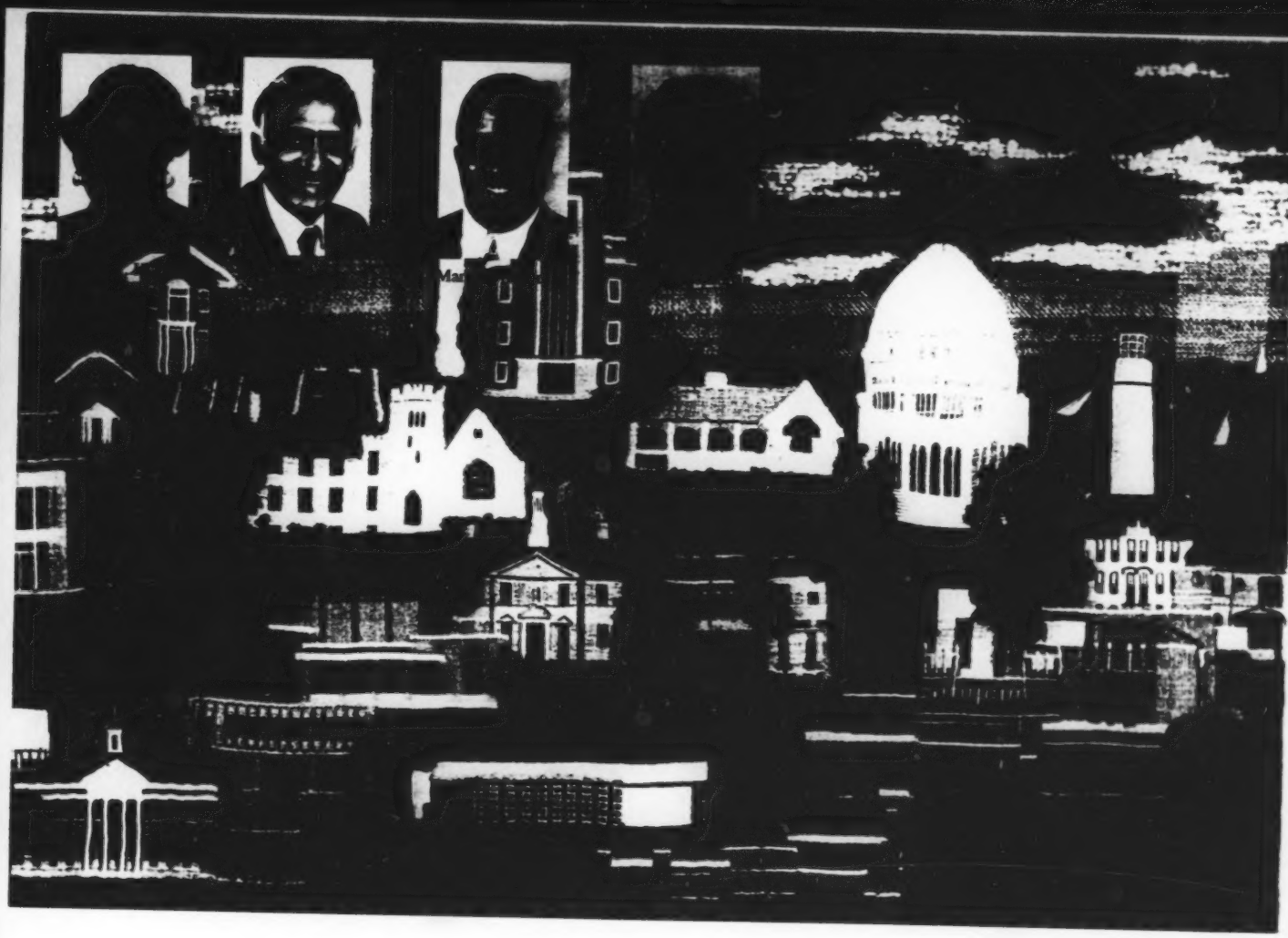
Our trustees represent all our communities: Des Plaines, Evanston, Glencoe, Glenview, Golf, Kenilworth, Lincolnwood, Morton Grove, Mount Prospect, Niles, Northbrook, Northfield, Park Ridge, Skokie, Wilmette and Winnetka.

Ami Mader, Chairman
Morton Grove
Chairman Mader is an Oakton alumna who was appointed to the Board due to an opening in 1988-89 and again in 1991. She was elected in 1993 to serve a six-year term.

Joan B. Hall, Vice Chairman
Park Ridge
Ms. Hall was chairman of the Board in 1993-94 and has served as vice chairman and secretary. Elected in 1985 and again in 1991, she is completing her second term on the Board of Trustees.

Larry Golberg, Secretary
Des Plaines
Mr. Golberg is secretary of the Board. He was appointed to his first term for two years to fulfill the obligation of a former board member. Mr. Golberg was elected to the Board in 1994.

BEST COPY AVAILABLE



Ray Hartstein
Skokie
Ray Hartstein is the founding chairman of the Board and has served since 1969 when the College opened. He has served 10 terms as chairman.

Maxine T. Hill
Des Plaines
Elected to the Board of Trustees in 1995, Ms. Hill serves as alternate chairperson of the minority committee for the central region of the Association of Community College Trustees (ACCT).

Jody Wadhwa
Northbrook
Mr. Wadhwa has served on the Board since 1987 and was previously chairman of the Board in 1992-93 and 1995-96.

Marvin Walker
Evanston
Mr. Walker was elected to Oakton's Board of Trustees in 1991. He serves as chairman of the governing board of the Alliance for Lifelong Learning (ALL), the continuing education partnership among Oakton and Maine, Niles and Glenbrook High Schools.

Marjorie Whitman
Northbrook
Ms. Whitman, student trustee, was elected by the student body in 1995 to a one-year term.

BEST COPY AVAILABLE

About Oakton

Meeting in June, 1969, after a referendum approval in April that year, the founding Board of Trustees legally established Oakton Community College for Niles and Maine Townships.

The Glenbrook and New Trier High School Districts joined Oakton in 1976, and the Evanston Township High School District approved annexation in 1988, bringing the College's service area to 102 square miles with a 1996 estimated population of 435,000. Originally located in an industrial complex on Oakton Street in Morton Grove, the College moved into a newly constructed educational complex on a 172-acre site in Des Plaines in 1980. After holding classes in the former Niles East High School in Skokie for many years, the College purchased that site in 1989 (later renamed the Ray Hartstein Campus after the remaining founding Board Chairman). The Des Plaines campus has been expanded twice, in 1983 and 1994, for a total of 435,840 square feet housing 65 classrooms and 46 educational laboratories, as well as student service, faculty and administrative offices. Much of the old high school was razed and a completely new facility constructed at the Ray Hartstein Campus in 1994, for a total of 160,900 square feet housing 31 classrooms, 12 laboratories, and other educational and administrative offices.

OAKTON PROVIDES QUALITY EDUCATION TO ALL MEMBERS OF THE COMMUNITIES IT SERVES THROUGH CREDIT, NON-CREDIT AND LIFELONG LEARNING OPPORTUNITIES. THE COLLEGE OFFERS A DIVERSITY OF PROGRAMS, SERVICES AND CLASSES TO MEET INDIVIDUAL NEEDS.

Oakton's district encompasses the suburbs of Chicago north to the Lake-Cook County line and east from Lake Michigan to as far west as Mount Prospect Road. The area residents value, and are willing to support, educational quality at all levels of the 27 elementary and five secondary districts which comprise the College's area. The area has three major shopping centers and boasts excellent recreation, transportation, and business facilities, which include the corporate headquarters of such companies as U.S. Robotics, Kraft Foods and Zenith, among others.

Educational Programs Oakton offers courses leading to degrees in two general areas: baccalaureate (transfer to a four-year college or university to earn a bachelor's degree or its equivalent) and career (vocational and technical). Students who select the baccalaureate program may receive an associate in arts degree in liberal arts or in general business/business administration or an associate in science degree in general science or engineering. Those who select the career program may earn an associate in applied science degree. The College also offers certificates in business, marketing and management; health occupations; personal and public service; engineering and industrial skills.

Courses are held both daytime and evening, weekdays and weekends, at either campus or at other sites throughout the district. A number of programs are offered in cooperation with nearby community colleges.

Each degree program has a general education component and general elective or career curricula requirements which provide special emphases unique to that program. In the baccalaureate programs, the general education courses and their transferability to four-

BEST COPY AVAILABLE

year colleges are particularly important. This core of courses is intended to provide all students with a common academic experience designed to equip them to live effectively as educated people in society.

The district's continuing education consortium program is a leader in the State of Illinois, enrolling approximately 22,300 people in nearly 800 courses and events each year. Classes are held in facilities of the high school districts and other organizations within the College district.

Student Services Oakton offers other services designed to ensure the student is successful and enjoys a well-rounded and supportive college experience. Instructional support services include help for all students who want to better understand how they learn and to develop, improve, and refine their learning skills. The College offers tutoring in a multitude of subject areas and workshops dealing with grammar, writing mechanics and preparing research papers.

Special emphasis is placed on helping students for whom English is a second language with services including tutoring, conversation groups, workshops and assistance with registration, academic counseling and financial aid. Assessment testing is available and required in English, mathematics and certain other subject areas for all students.

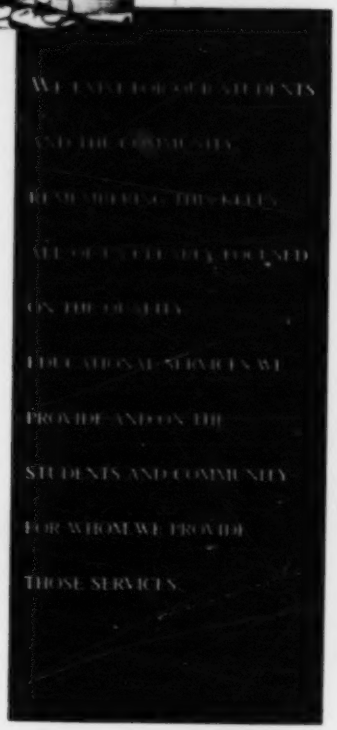
The College provides other services to foster student development including programs of special interest to adult and older returning students. Career service assistance includes information regarding term and summer employment, internships, apprenticeships, government jobs, volunteer opportunities and work opportunities in the Chicago area. Counseling services for all students are available from professionally trained faculty who help them with education and career planning, as well as concerns which might interfere with personal and academic growth.

The College also offers support for a full range of student activities such as clubs, organizations and intercollegiate and intramural athletics. Student government represents student interests to the administration, faculty and Board of Trustees and supports social and entertainment events for the campus community. The College maintains an Alumni Association and provides a speakers service to interested groups within the district.

About Our Students

There is no typical Oakton student. Our students speak nearly 60 separate languages and dialects. They were born in 32 different countries.

Many are mothers or fathers, balancing home, family and work. Others have just graduated from high school. You will hear a variety of languages spoken; the most common are Russian, Polish, Korean, Taglalog (Philippines), Spanish and Gujarati (India). Not surprisingly, many students were born in other countries in ratios similar to Oakton's language distribution. The average student household is composed of three or four family members with an income of $29,500 and up.



In the fall of 1996, there were 10,404 students who took 77,861 credit hours in 1,444 sections of classes for a full-time equivalent of 5,191 students. Of these students:

- 34% are returning adult women (the largest group of students)
- 30% of younger students (ages 16-23) and 48% of older students (ages 24 and above) are first-generation college students
- approximately 25% of older students already hold bachelor's degrees
- 30% of younger and 63% of older students attended other colleges and universities before coming to Oakton
- 67% of the students have taken classes at Oakton previously

Students come to Oakton to prepare for further education, receive an associate's degree or certificate, improve career-related skills, or explore individual interests. Students who plan to transfer to four-year schools after Oakton total 54%; 22% are working toward a degree or certificate and 13% are taking courses to improve skills or re-enter the work force. Nearly half of the students work full-time while attending classes, and some come to Oakton through employer-sponsored programs. Many have previously taken some college courses and 20% of the students already have a college degree when they first attend Oakton. Of those with bachelor's degrees who enrolled as Oakton students, the most likely courses of choice involved computer systems or computer applications and software.

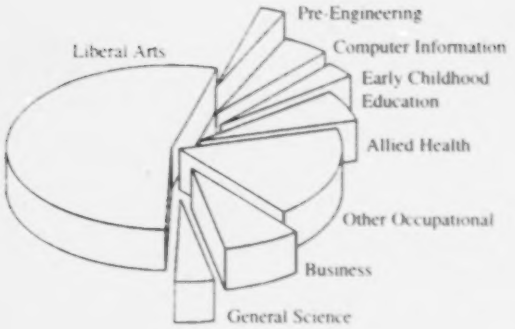
Our students enroll for a variety of reasons:

- 30% are taking courses to transfer to a four-year college or university
- 24% are earning an associate's degree before transferring to a four-year college or university
- 22% are working toward an associate's degree or certificate in a career program
- 13% are taking courses to improve career skills
- 11% are taking general interest courses

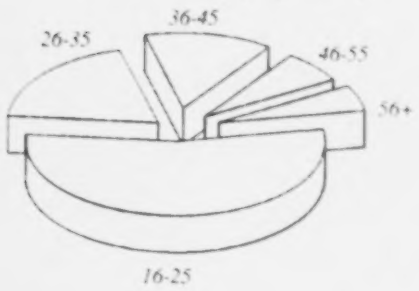
Nearly a third of the students are enrolled full time (12 credit hours or more); a third are enrolled half time (6 to 11 credit hours); and the remainder are registered for fewer than six credit hours. About half the students planning to transfer to another institution are enrolled full time. About half of baccalaureate program students attend Oakton full time, compared with 24% of the career program students; 14% of our students have attended Oakton for seven or more semesters; 31% are here for their first semester. Of this latter group, about one-third anticipate they will continue their education at Oakton for four semesters or more.

BEST COPY AVAILABLE

Enrollment by Program



Enrollment by Age Groups



It is interesting to note that 75% of the students work 20 or more hours per week and 45% are employed full time. The College employs 5% of the student population; 11% of our students take advantage of the Business Service Agreement Program which allows out-of-district students to pay in-district tuition when they are employed full time at an eligible company within the district. An Oakton education gets results. About one-third of career program alumni credit Oakton with their have become qualified for better employment or increased pay, and an additional third indicate Oakton studies qualified them for a first job.

Among these alumni, 73% are employed full time and 12% are employed half time (20-34 hours per week).

Students in the baccalaureate program also report outstanding results. Nearly 80% of baccalaureate program alumni transferred to another school after leaving Oakton; within three years 77% of those students had completed baccalaureate degrees. Among these alumni, 62% are employed full time, with a corresponding shift to other categories, because many of the alumni survey respondents are still pursuing four-year program degrees.

The background information comes from the Current Student Survey Report-1995, which includes data from 1,232 responses to a self-administered questionnaire distributed randomly to students in a sampling of 126 classes, and the Baccalaureate and Career Alumni Survey Report-1995, which includes data from 759 responses to a mail survey to 2,957 alumni who had either earned a degree or certificate or who had completed at least 30 credit hours. The information, therefore, is based on representative and projective (not absolute) data about the student body. Current enrollment information is based on 10th-day enrollment data for the fall 1996 semester.

BEST COPY AVAILABLE

About Oakton's Employees

About Oakton Employees

We often refer to ourselves as the Oakton "family." Many of us have grown up with the College and many others have been welcomed into the family through the years. We have come together in the common cause of education, enjoying each other's talents, celebrating achievements and combining knowledge and skills to create a unique learning environment.

We reflect the community we serve. Of our 1,349 employees, 573 are men and 776 are women. The average age is about 47 years old; our most experienced employee was born in 1917. The average full-time employee has over ten years of service to the College.

The diverse mix of educators, administrators and staff members is one of Oakton's most valuable resources. Our full-time faculty members have advanced degrees as do administrators and many of our staff members. While many of us share the common characteristics of being parents and grandparents, brothers and sisters, we also bring a wide range of interests, skills and activities to Oakton, speak a variety of languages and represent a number of cultures. These assets are what make us unique, enabling us to effectively interact with students in the classroom and present a rich range of perspectives.

We are collectors of antique toys, paper money, coins, stamps, spinning wheels and McKee depression-era glassware. We are theater critics and published authors of novels, poetry, short stories, textbooks and non-fiction articles and books. We play the koto, French horn, guitar, five-string banjo, piano and church pipe organ. We carve totem poles, publish songs and deal in rare and antiquarian books. We have people among us who have built our own houses and crafted the furniture that goes in them.

We serve on park district boards, credit union boards, library boards and advisory boards for other colleges and universities. We are involved in our professions serving as presidents, executive directors and officers of national organizations such as the association for Institutional Research and the American Council on International Intercultural Education.

Like the community we serve, we are multicultural and multitalented, sharing a common bond in our desire to provide quality education. With our collective experiences, examples and expertise, we provide a broad scope of knowledge and encourage students to achieve success.

BEST COPY AVAILABLE

MAJOR INITIATIVES

Enhancing Academic Instruction

- A strategic plan has been developed for academic computing that will address such issues as student access from home or work, principles and guidelines to govern the frequency with which upgrades of equipment and software can reasonably be expected and alternatives for financing technology. The plan will be presented in the next fiscal year.

- The clustering of all instruction, both credit and noncredit, in one administrative unit resulted from an administrative reorganization. Specifically, The Institute for Business and Professional Development is now a unit within the Alliance for Lifelong Learning (ALL) and both of these areas are included in the Academic Affairs division of the College. There is now more opportunity for collaboration among degree and certificate programs and continuing education offerings which will enable us to more easily meet the lifelong learning needs of our students.

Enhancing Services to Students

- A client-server solution has been determined to be the best solution to meet current and anticipated needs for both instructional and administrative computing support. After considerable study, the reorganization and combining of academic and administrative computing functions reflects the emphasis on making the appropriate technologies available to all areas of the College. The task of installing and integrating the College's entire computing structures will be a priority for the coming years.

- The North Central Association Self-Study process is underway. The steering committee has developed and initiated a self-study process that requires each department within the College to prepare a self-study plan centering on key questions each area has defined as important for assessing its quality, performance and service to students.

- Oakton accepted the North Central Association's invitation to engage in a Special Emphasis Self-Study. The invitation is offered only to accredited, established and well-functioning institutions and allows the institution to pay particular attention to an issue that is of importance to every area of the College. A consensus among committees determined that the objective of our Special Emphasis Self-Study would be on technology and how it, in all forms, affects the College's work.

FACILITIES

The College completed planned remodeling of the Des Plaines campus and, as needed, furnishing and equipping the Ray Hartstein Campus. The result is state-of-the-art facilities on two campuses equipped to incorporate new technologies and their applications as we prepare our students for the next century.

Remodeling of the Library and Instructional Support Services area at the Des Plaines campus is the next priority to be accomplished primarily through effective utilization of existing space. The remodeling will enable us to serve students more efficiently and to accommodate additional technologies.

BEST COPY AVAILABLE

College Development

College Development

Grants Support Educational Needs

The Office of College Development works with Oakton faculty and staff to locate sources of funds for specific projects. The office provides assistance throughout the application process including writing, editing and submitting proposals.

For 1996, here are highlights of the major grants awarded to the College:

- Oakton is one of 23 colleges and universities to be awarded funds under an initiative supported by the National Science Foundation. The College received $199,920 over the next three years to restructure core courses in biology, chemistry and mathematics and build on existing connections with industry to reflect new technologies.

- The Illinois Community College Board awarded Oakton a grant of $73,000 for its Planning Active Career Transitions Program. This program worked with local employers to transition students with disabilities into the labor force.

- The Illinois State Board of Education provided $267,930 for School-to-Work programs. The Tech Prep Program fosters the development of a skilled workforce by providing technical career paths beginning in the high school through students' first two years of college. The Perkins IIC program assists students training for careers in health and health-related occupations to successful transition into employment. A new initiative, the Education-to-Careers Program, enabled the College to join with other educators, government and community organizations and representatives from business and industry to develop a local system that maximizes school-to-work opportunities.

- Both public and private agencies provided financial support for Oakton's efforts to promote community literacy. These programs addressed literacy needs in the workplace as well as for families and individuals. The Illinois Office of the Secretary of State awarded grants totaling $86,000 to support these efforts. The Chicago Tribune Charities awarded a private grant of $15,000 in the area of community literacy for Oakton's Volunteers in Teaching Adults (VITA) Program, a cadre of dedicated individuals who have helped hundreds of adults gain fluency in the English language. Another $800 was donated by the American Express Foundation to help equip one of 17 off-campus literacy sites.

- Oakton received a $180,000 grant from the U.S. Department of Education, Division of Student Support Services. The funding will serve over 200 students in the Services to Establish Patterns for Success Program. These low-income, first-generation college students need extra help to set goals for higher education and develop strong academic skills.

- The Private Industry Council of Northern Cook County (PIC) awarded Oakton $136,161 for the College's Basic Nurse Assistant Training Program, which prepares students for work as certified nurse assistants in hospitals, nursing homes and other health care agencies.

- A $52,000 grant was received from the Illinois Board of Higher Education under the Higher Education Cooperation Act. The grant enables Oakton to establish a Minority Transfer Center, one of 26 centers at community colleges throughout the state. The project's goal is to increase the number of minority students who transfer to four-year baccalaureate institutions.

BEST COPY AVAILABLE

COLLEGE DEVELOPMENT

Oakton Community College Educational Foundation

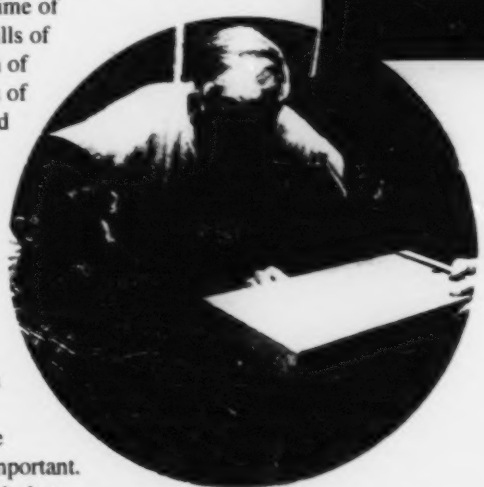
In 1977 a group of community leaders, with the cooperation of members of the Oakton governing board, recognized the important partnership between education and the community.

Their acceptance of the challenge to promote and strengthen this partnership resulted in the creation of the Oakton Community College Educational Foundation. The Foundation was incorporated as a nonprofit 501(c)(3) corporation to support programs and projects that further the mission and goals of the College and provide supplemental funding to ensure student access to higher education and enhance the quality of excellence at the College.

Access to educational opportunities for many students begins with a scholarship. The first act of the Foundation was to establish a scholarship program. Through scholarship endowments and special restricted funds donated by individuals, corporations and organizations, funds are made available to assist high school students entering the College, returning adult students, and students continuing their education. Scholarships are set aside in areas of special need such as engineering, nursing, vocational studies, and government and community service.

ENHANCING TEACHING AND LEARNING FOR A NEW CENTURY IS THE VISION OF THE FOUNDATION. GRASSROOTS COMMITMENT HAS CREATED THE PARTNERSHIP THAT SHOULD HELP SECURE THE FUTURE.

The 21st century will be the technological age. There will be more to know and there will be more ways to learn. There will be so much new to know that people will need to keep learning into their working lives. Preparing today's students for the future cannot be based solely on our past. Preparing our work force for a lifetime of employment will involve learning the skills of many careers. Recognizing the explosion of information and the technical advantages of computers, the Foundation has committed predictable resources for equipment and facilities used by students and the community.



The Foundation is dedicated to helping Oakton prepare students for leadership in the global community. A cultural environment that encourages appreciation of the arts and opportunities to participate in enrichment activities is vital for this effort. Ethics, values and the study of the humanities will always be important. The Foundation has purchased the artwork that enhances the buildings and grounds of the campus and each year brings cultural events to the campus that are open to the students and the public.

BEST COPY AVAILABLE

COLLEGE DEVELOPMENT

Oakton Community College Educational Foundation

Civic, Corporate and Philanthropic Commitment

The success of the Oakton Community College Educational Foundation is directly attributable to a strong commitment on the part of local civic, corporate and philanthropic agencies and individuals. Their financial support and active volunteer efforts have helped enhance the programs and services at the College.

Corporate representatives have been represented on various Oakton vocational curriculum advisory committees. The insight and understanding of industry trends provided by these volunteers have contributed to the development of the College's quality training programs. In addition, generous contributions have had a beneficial effect on both students and programs, fostering improvement in the overall quality of education at Oakton. Corporations and their foundations have funded scholarships and helped purchase interactive video systems, adaptive computer equipment for students with disabilities, CD-ROM technology for the library and equipment for state-of-the-art computer labs.

The Irving and Sylvia Footlik Foundation has a long and outstanding philanthropic history. The Footlik Endowed Chair, established this year by Mr. and Mrs. Footlik, provides a permanent source of revenue to benefit technology programs and services at the College.

Other corporations and foundations supporting educational excellence at Oakton through the annual campaign are: A.C. Nielsen, Co. ▪ ACCO World Corporation ▪ Allstate Foundation ▪ AT&T ▪ BTI Americas ▪ Camco-Emerson Electric Company ▪ Des Plaines Publishing Company ▪ Dun & Bradstreet Foundation ▪ Fel-Pro/Mecklenburger Foundation ▪ First Chicago Bank of Skokie ▪ First Federal Bank for Savings ▪ Fort Dearborn Lithograph ▪ The Generations Fund Foundation ▪ Household International, Inc. ▪ Horwitz & Associates, Inc. ▪ Idex Corporation ▪ John Crane, Inc. ▪ Kraft Foods, Inc. ▪ Littlefuse, Inc. ▪ Mesirow Financial Corporation ▪ Shand, Morahan & Co., Inc. ▪ Sprint/Centel-Illinois ▪ Target Stores ▪ Underwriters Laboratories, Inc. ▪ United Airlines ▪ United Stationers Supply Company ▪ UOP ▪ W.W. Grainger, Inc. ▪ Wheels, Inc. ▪ Woodhead Industries.

Oakton's volunteer Development Council, an active forum of individual donors, was invaluable in helping to organize several major events. The 1995-96 season included an English adaptation of Rossini's *La cambiale di matrimonio*, entitled *The I.O.U. Wedding*, performed by the Lyric Opera of Chicago Center for American Artists, and the Chicago Bar Revue production of *How 2 Succeed in [the Law] Busine$$ Without Really Trying [Cases]!*. These benefit events plus the annual Oakton at Arlington fundraiser raised over $75,000.

The 1996 fiscal year ended with private contributions of cash and property totaling over $572,000.

The Oakton Community College Foundation Board of Directors is a working board in the best tradition of American volunteerism. Each member brings to the Board a unique combination of experiences, skills and perspectives that assist the Foundation in meeting its goal of enhancing the educational environment and enriching the learning community of Oakton. The officers of the Foundation are Harry Tankus, president; Donald Boyce and Sylvia Footlik, vice presidents; and Allen B. Kravis, treasurer.

Board of Directors

William F. Alenson
Director of Advertising (Retired)
United Airlines

Edward E. Bothfeld
Retired Industrialist
Synchro-Start Products, Inc.

Donald N. Boyce
President
IDEX Corporation

James A. Carlson
President
First Chicago Bank of Skokie

Steve Crawford
Vice President/Account Director
Leo Burnett Co., Inc.

Sylvia Footlik
Treasurer
Footlik & Associates

Rosemary P. Geisler
President, Distributed Systems Division
Comdisco, Inc.

Steve Gonabe
Vice President, Training & Development
Household International, Inc.

Charles P. Graziani
President & Chief Executive Officer
Lloyd Creative Staffing, Inc.

Gerald Horwitz
Chairman & Chief Executive Officer
Horwitz & Associates, Inc.

Allen B. Kravis
Retired Industrialist
United Stationers Inc.

Louis F. LaPorta
President
Chicago Computing

Margaret B. Lee
President
Oakton Community College

Richard A. Morris
Director of Acquisitions/Business Development
Fel-Pro, Inc.

Salvatore J. Peri
President
SJP & Associates

James J. Riebandt
Attorney at Law
Riebandt & DeWald, P.C.

Leon Robinson
President
Robinson Coach Company

Malvin L. Ross
Retired Industrialist
Ball Machinery Company

Stephanie Smith
Director, Human Resources
Kraft Foods, Inc.

Harry Tankus
Professional Citizen
Retired Industrialist
John Crane, Inc.

Thomas M. Tippett
Vice President, Human Resources
Allstate Insurance Company

Philip R. Warth
President
1st Non-Profit Insurance Company

Oakton Community College Educational Foundation

BALANCE SHEET

As of June 30, 1996 and 1995*

ASSETS

	1996	1995
Cash	$27,973	$23,812
Investments		
Money Market Funds	43,826	99,538
U.S. Treasury Notes	547,298	399,996
Certificate of Deposit	100,000	
Common Fund	1,313,535	1,071,213
Total Investments	2,004,659	1,570,747
Accrued Interest	7,952	3,521
Prepaid Expense	1,000	1,000
Total Assets	**$2,041,584**	**$1,599,080**

LIABILITIES AND FUND BALANCES

Liabilities		
Due to Oakton Community College	$10,034	$11,859
Charitable Gift Annuity Payable	4,918	
Deferred Revenue	1,200	3,130
Total Liabilities	16,152	14,989
Fund Balances		
Endowment and Similar Funds	545,577	503,627
Quasi-Endowment Funds	233,035	228,780
Restricted Funds	158,513	110,997
Unrestricted Funds		
Designated	3,712	1,123
Undesignated	1,084,595	739,564
Total Fund Balances	2,025,432	1,584,091
Total Liabilities and Fund Balances	**$2,041,584**	**$1,599,080**

*Extracted from the audited financial statements as performed by Arthur Andersen LLP for the financial year ending June 30, 1996. Copies are available for review in the Office of College Development.

BEST COPY AVAILABLE

ACHIEVEMENTS *Achievements*

Student Achievements

Christopher Labno, Honors Program student, was named to the *USA Today* All Illinois Academic Team for Community Colleges. His 3.9 grade point average also earned him the William Koehnline Scholarship. He transferred to Lake Forest College this past fall to pursue a bachelor's degree.

Patricia Heidron received the Kelly Award of Excellence, awarded to an outstanding Office Systems Technology graduate. Runner-up, Briana Krajewski, is an Oakton graduate as well.

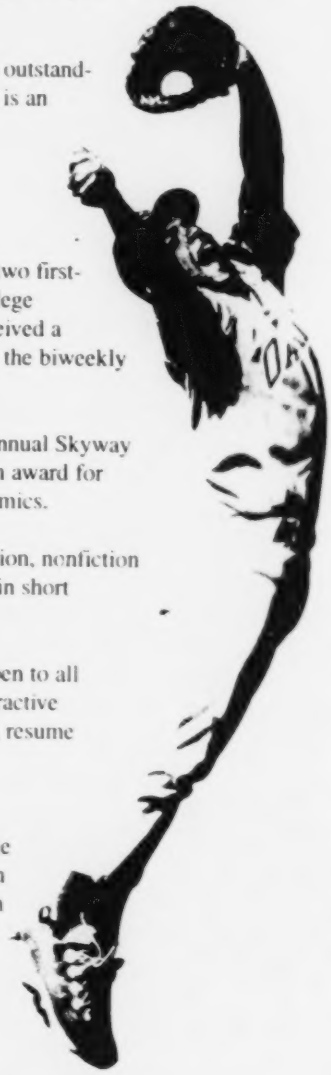
Aaron Marcott was one of nine Illinois students to receive an Illinois Association of Fire Protection Districts' scholarship.

Tim Bell, sports editor of the student newspaper *OCCurrence*, received two first-place awards for feature and news stories at the Illinois Community College Journalism Association Conference in Springfield. The *OCCurrence* received a second-place award for production/layout and took third place overall in the biweekly publication category.

Three Oakton students were among the nine award winners at the fifth annual Skyway Conference Art Competition hosted by Oakton: Rebecca Gay received an award for electronic imaging, Leslie Gore for watercolor and Lou Pierozzi for ceramics.

The first annual Skyway Writer's Competition offered prizes in short fiction, nonfiction and drama. Herb Rosenfeld won first place in nonfiction and third place in short fiction, while Dann Curry won second place in drama.

The Student Activities Office introduced a Student Leadership Series. Open to all students, this program builds skills used in leadership situations. Six interactive workshops on multiculturalism, ethics, teambuilding, stress management, resume writing and leadership styles were offered.



OAKTON ATHLETICS

The baseball team finished third in the Skyway conference and third in the region. Ray Sanchez and Jim Cicero made the All Conference team; Ryan Gibis, Mike Joyce, Ray Sanchez and Don Schmitt were on the All Region team.

The men's tennis team finished third in the Skyway Conference and sixth in the region. Russian native Mike Gutin won the top singles title and Most Valuable Player award at the Skyway Conference. He then advanced to the finals at the Region IV Championship.

In track and field, freshman Chris DeLort won the 10,000 Meter Championship at the National Junior College Athletic Association (NJCAA) Super Regional Track and Field Championships; he qualified for the National Championships in Odessa, Texas. DeLort and Roberto Reyes both earned All-American honors with runner-up finishes in the NJCAA Marathon Championships at Lansing Community College in Michigan.

Men's golf champion Stino Milito became Oakton's first Region IV (northern Illinois) medalist, turning in the top score out of 11 teams competing in Rockford for a chance to qualify for the NJCAA competition in North Carolina.

BEST COPY AVAILABLE

ACHIEVEMENTS *Achievements*

Faculty, Staff and Administrators Achievements

AWARDS PRESENTED

The National Institute for Staff and Organizational Development Excellence Award to Math Professor William Drezdzon, Student Development Professor Jill Mawhinney, Biology/Real Estate Professor John Michaels, English Professor Lyn Ward Page, Medical Lab Technology Professor Lynne Steel, English Professor Rinda West and Library Services Professor Sandy Wittman.

Outstanding Branch Chapter Award from the Greater Chicago Chapter of Refrigeration Service Engineers to Oakton's chapter of the Refrigeration Service Engineers Society, accepted by Chad Ganger, chairperson of the Air Conditioning, Heating and Refrigeration Technology Program.

Luther Dowdy, professor of student development, and Kalyani Banerjee, adjunct chemistry instructor, were recipients of the **Ray Hartstein Award for Academic Excellence**, presented annually to a full-time faculty member and to an adjunct faculty member who demonstrate outstanding teaching performance and rapport with students and peers.

The **Nature Conservancy's Outstanding Volunteer Achievement Award** to Ken Schaeffer, groundskeeper, who established prairie gardens at Oakton and elsewhere in the community at the office of Maine Township office and Emily Oaks Nature Center.

The Jack Tranter **Award for Service to the Running Community** to Patrick Savage, track coach, announced by the Chicago Area Runners' Association.

The **Association of College and University Telecommunication Administrators Achievement Award** to Telecommunications Supervisor Patty DiMaggio, one of three winners nationwide, for outstanding service.

President's Award for Achievement in Video Production: Special Project for Our Most Precious Resource and a Best Public Relations **Video Award** for Manufacturing Technology Promo from the Community College Association for Instruction and Technology to Tim Raetzman and Bob Burton.

Distinguished Budget Presentation Award and Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada to David Hilquist, Vice President for Business and Finance. Oakton has the highest rate of return on investments of community colleges in the area.

Outstanding Community College Faculty Member Award by the Illinois Community College Trustees Association to Rinda West, coordinator of the Honors Program. The award is presented to showcase the educational contributions made by Illinois community college teachers.

BEST COPY AVAILABLE

Illinois Association of Collegiate Registrars and Admissions Officers recognized Oakton's telephone enrollment campaign as a model initiative which earned its **Bright Idea Award for 1996**.

The 1996 **National Teaching Excellence Award** presented by the University of Texas to Jill Mawhinney, professor of student development.

APPOINTMENTS

President Margaret Lee was elected vice chairperson of the Commission on Institutions of Higher Education of the **North Central Association of Colleges and Schools**. She has been active in the work of the commission since her appointment as a consultant/evaluator in 1982.

Trudy Bers, senior director of research, curriculum and planning, was named president of the **Association for Institutional Research**, a 2,500-member international higher education association based at Florida State University. She was also invited to serve on the steering committee of representatives of the **North Shore Higher Education Consortium**.

Connie Churchill, dean of science and allied health, was elected to a three-year term to the Board of Directors of the **National Accrediting Agency for the Clinical Laboratory Sciences**. She also participated in a national invitational meeting on "Shaping the Future: Strategies for Revitalizing Undergraduate Education."

David Hilquist, vice president for business and finance, was elected 1996-97 president of the Board of Trustees of the **Park Ridge Recreation and Park District**, which provides services to 37,075 residents of Park Ridge. He was also appointed to a three-year term on the **National Association of College and University Business Officers** (NACUBO) Accounting Principles Committee. Hilquist is the only community college representative on the 14-member panel charged with responding to new accounting principles for higher education. NACUBO is a nonprofit national association representing chief business officers at over 1,600 institutions throughout the North Central region of the United States.

Mark Walter was appointed to represent community colleges on the steering committee of **Project Kaleidoscope**, an organization that heads a national effort to improve the quality of science education. The project is funded by the National Science Foundation, U.S. Department of Education and EXXON Educational Foundation.

Commencement, May, 1996: 677 students received degrees or certificates from Oakton Community College.

ACCOMPLISHMENTS IN LITERATURE AND ART

- Professor of Foreign Language Mario Lopez introduced a new anthology of poetry published in Argentina.

- Dr. Beverly Friend, professor of English, collaborated on her most recent book, *The Legends of the Chinese Jews of Keifeng*, with Xu Xin, a professor and chairman of the English Department at Nanjing University in China. They are co-founders of the Chinese Judaic Students Association.

- Trudy Bers, senior director of institutional research; Marilee McGowan, professor of reading; and Alan Rubin, professor of psychology, published "The Disposition to Think Critically Among Community College Students" in *The Journal of General Education*.

- Part-time English professor Allan Johnston published a book of poetry titled *Tasks of Survival*. He also had a dozen poems published in poetry magazines.

- Art instructor Konrad Hack's painting of Lt. Col. Eileen Collins, first female shuttle pilot, will hang at the Smithsonian Air & Space Museum.

- Professor of Art Robert Stanley showed his work at the 53rd Annual Salon, Northern Indiana Arts Center.

- Phyllis Woloshin, professor of philosophy, was selected as an Illinois artisan by the State of Illinois for jewelry design.

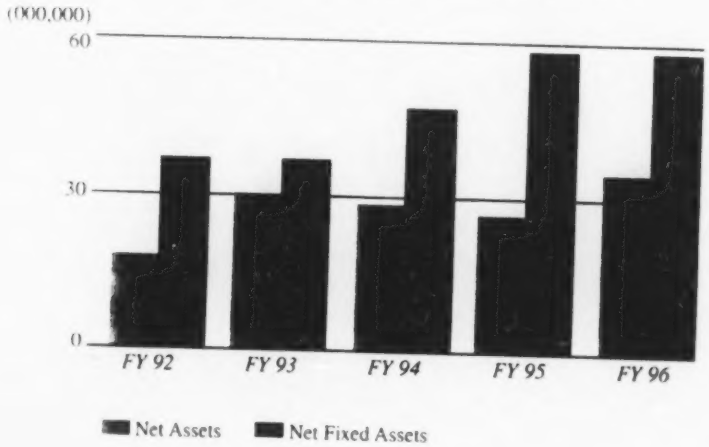
BEST COPY AVAILABLE

FINANCIAL CONDITION *Financial Condition*

CONDENSED BALANCE SHEET AND HISTORY
for the Years Ended June 30

	1992 (000)	1993 (000)	1994 (000)	1995 (000)	1996 (000)
Assets					
Cash and Investments	$35,358	$43,394	$42,458	$38,509	$42,949
Receivables	17,659	15,939	15,403	14,990	16,069
Other Current Assets	1,246	1,164	1,906	2,168	2,174
Subtotal Asset	54,263	60,497	59,767	55,667	61,192
Liabilities					
Accrued Payroll	1,551	1,582	1,096	1,741	2,153
Accounts Payable	1,426	1,271	3,564	3,627	2,101
Other Accrued Liabilities	580	260	650	837	1,564
Deferred Revenues	16,700	14,198	15,346	15,076	15,911
Notes Payable	15,500	13,125	10,550	7,600	4,425
Subtotal Liabilities	35,757	30,436	31,206	28,881	26,154
Net Assets	18,506	30,061	28,561	26,786	35,038
Net Fixed Assets	$36,438	$36,596	$47,534	$59,071	$58,652

Growth of Assets Fiscal Years 1992-1996



BEST COPY AVAILABLE

Oakton remains financially sound. A financial condition summary and history based upon a condensed view of assets and liabilities for all funds and account groups accompanies this information, which is detailed extensively in the College's *Comprehensive Annual Financial Report* for each of these years.

Assets

Assets represent the financial resources from which the College can draw to complete its educational mission. Unlike other forms of assets, cash and investments such as checking account balances can be readily made available for current operational needs such as meeting the payroll or purchasing educational supplies. Receivables represent those monies due to the College but not yet available for use; examples are property taxes not yet paid and accrued interest. The "other current assets" category includes prepaid expenditures for the summer semester and other items.

Liabilities

Liabilities are those items which the College has, or can be reasonably expected to have, an obligation to pay. Accrued payroll represents salaries and vacation time earned by employees but not yet paid. The "accounts payable" category is goods and services received by the College for which no payment has been made. The items in the "other liabilities" category include student activity fees held for the future and health payment costs for which the College has not yet received an invoice.

Deferred revenues are monies required to be recorded in the following fiscal year. For example, all of the financial transactions relating to the summer semester are considered to be part of the following fiscal year (which begins July 1), even though the transaction occurred in the prior fiscal year. As an illustration, summer tuition is part of the fiscal year beginning July 1, even though the student paid the tuition in June (which is actually part of the previous fiscal year).

Notes payable are longer term obligations which have, or will have, lasted more than one fiscal year. The only two items in this category are the working cash bonds and the payment obligation to Township High School District 219 for the purchase of the former Niles Township High School East.

Net assets represent the resources the College has available to continue to complete its educational mission *if* there were no additional revenues or resources available. In Oakton's case this averages about 57% (or just over one semester's worth) of the College's annual requirements, which is reasonable for a community college of Oakton's size and activity.

THE COLLEGE BELIEVES SERVICES TO STUDENTS CONSTITUTE ITS MOST IMPORTANT ACTIVITIES. THIS COMMITMENT IS DEMONSTRATED BY THE WAY FINANCIAL RESOURCES ARE USED.

FOR THE FISCAL YEAR 1995, OAKTON DEVOTED 78.53% OF ITS OPERATING FUNDS, THE HIGHEST PERCENTAGE IN THE STATE, TO SERVICES TO STUDENTS, WHICH INCLUDE INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES.

Net Fixed Assets

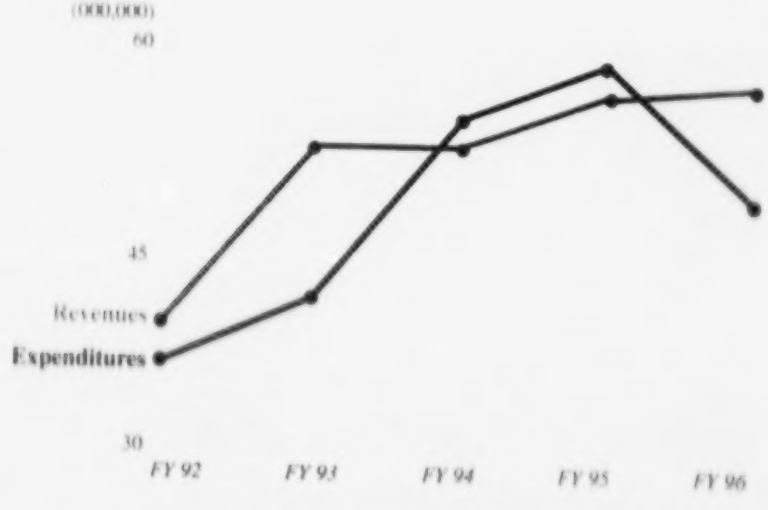
Net fixed assets are the College's long-term investments in land, buildings, real estate improvements (such as parking lots and security lighting), and capital expenditures such as books and computer laboratory equipment. The stated values represent the original cost less an amount for depreciation and amortization. The assets are not available to finance regular College operations.

BEST COPY AVAILABLE

FINANCIAL CONDITION *Financial Condition*

CONDENSED STATEMENT OF FINANCIAL ACTIVITY
FOR THE YEARS ENDED JUNE 30

	1992 (000)	1993 (000)	1994 (000)	1995 (000)	1996 (000)
Revenues					
Primary Operations	**$37,426**	**$44,183**	**$46,609**	**$50,608**	**$51,573**
Site and Construction	1,146	3,272	1,867	752	312
Bond Issue	184	3,918	2,837	3,138	3,200
Other Restricted Revenues	93	147	27	84	61
Total Revenues	40,849	51,520	51,340	54,582	55,146
Expenditures					
Primary Operations	**36,447**	**37,266**	**40,161**	**43,346**	**45,287**
Site and Construction	1,033	2,678	12,743	13,035	1,749
Bond Issue	372	561	471	423	201
Total Expenditures	37,852	40,505	53,375	56,804	47,237
Revenues less Expenditures	**$2,997**	**$11,015**	**($2,035)**	**($2,222)**	**$7,909**



Financial Activity Fiscal Years 1992-1996

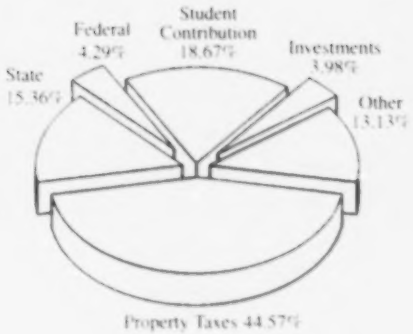
BEST COPY AVAILABLE

Primary College Operations

The local residential and business property owners continue to remain the primary source of revenues for the College, followed in order by contributions from the students, the state, and other sources such as private grants and sales of service. However, the property tax cap will limit increases in property taxes to the consumer price index as a revenue source and will force the College to actively seek other avenues of funding for educational and service activities for the students and the community. Oakton's student tuition at $33 per credit hour in Fiscal Year 1996 remains one of the lowest in the entire state, especially when compared with the highest Illinois community college tuition at $51. The federal contribution to primary college operations is small in comparison with other sources. There has been no substantive change in the funding mix in the last five years.

Revenues by Source

	1992 (000)	1993 (000)	1994 (000)	1995 (000)	1996 (000)
Local Property Owner	$18,505	$21,672	$21,312	$23,243	$22,984
State Government	6,218	6,008	7,549	7,736	7,921
Federal Government	1,356	1,745	1,754	2,283	2,214
Students	7,191	8,437	9,092	9,066	9,629
Investment Income	732	982	1,097	1,585	2,054
Other Sources	5,423	5,339	5,805	6,695	6,771
Total Revenue	**$39,426**	**$44,183**	**$46,609**	**$50,608**	**$51,573**



Revenues by Source
for the Year Ended June 30, 1996

BEST COPY AVAILABLE

FINANCIAL CONDITION *Financial Condition*

Property Taxes

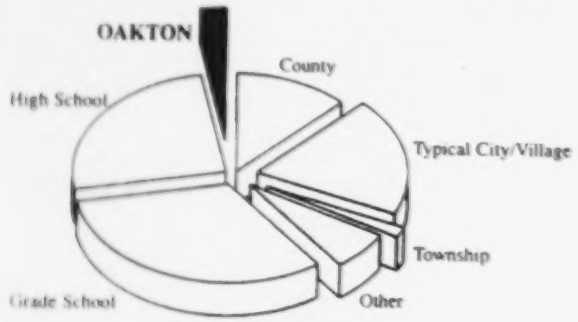
The local property owner provides the majority of the College's revenues, averaging about 46.4% of primary operations resources over the last five years. However, for a typical homeowner, Oakton's 1995 rate of 0.233 dollars per $100 assessed valuation represents only 2.67% of the tax bill, compared with a high school rate which could be 10 times higher or a county rate perhaps five times higher.

Property taxes are the major source of revenue for all Illinois community colleges. Based on the latest available data (1994), Oakton compares very favorably with other colleges. In that year Oakton's total rate was 0.251; the average total rate for the 10 local community colleges was 0.343 (36.7% higher); the highest rate in the state was 0.609 (142.6% higher); and the average rate for all community colleges in the state was 0.370 (47.4% higher).

1995 Property Tax Rates for a Typical Homeowner in Oakton's District

Taxing Body	Rate*	% Total
County	1.066	12.23%
Typical City/ Village	1.697	19.47%
Township	0.146	1.67%
Other	0.542	6.22%
Grade School	2.810	32.23%
High School	2.224	25.51%
OAKTON	0.233	2.67%
Total Rate	8.718	

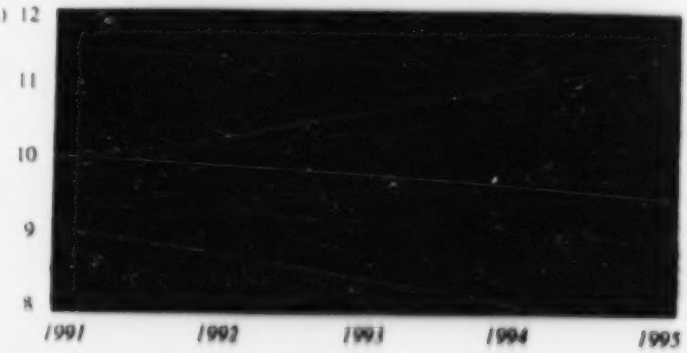
** In dollars per $100 of equalized assessed valuation*



1995 Property Tax Distribution

EQUALIZED ASSESSED VALUATION

The equalized assessed valuation, the basis for property tax revenues, has grown from $8.6 billion in 1991 to $11.2 billion in 1995 (up 30.4%), which represents an estimated actual value of over $33.7 billion in real property in the district. The change reflects two reassessments and the value of new and improved property added to the tax rolls during these years. These favorable property values and growth have allowed Oakton to preserve the low tax rates.



BEST COPY AVAILABLE

Resources as a Result of Student Enrollments

Our second major source of revenues relates to student enrollment and is a combination of credit hour grants from the state and student tuition and fees. Student tuition and fees are set by the Board of Trustees and are received when students enroll in classes. Fees may vary, but tuition is generally uniform for all classes.

Credit hour grants, on the other hand, are received two years later based on a complicated funding formula using unit cost data, average tuition and fee revenues across the state, and a variety of other factors. Grants from the state must be passed as an appropriation by the General Assembly and is affected by the state's financial position. The grant rate varies based on the type of class, with health occupational classes receiving the highest grant rate and adult basic and secondary education (ABE/ASE) classes receiving the lowest rate. Not all student credit hours are eligible for state funding.

Credit Hour Grant Rates by Instructional Category

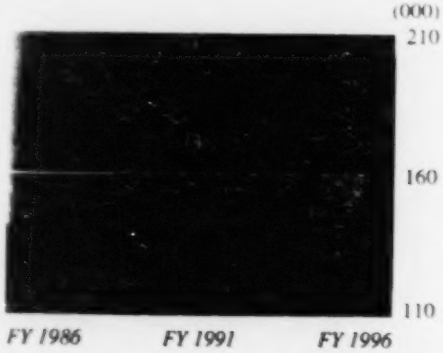
Fiscal Year	Baccalaureate	Business	Technical	Health	Remedial	ABE/ASE
1990	$32.72	$21.12	$40.13	$75.04	$33.46	$11.45
1997	27.25	19.33	39.75	57.75	30.35	14.07
% Change Since 1990	-16.72%	-8.48%	-0.95%	-23.04%	-9.29%	22.88%

The decrease in state credit hour grant rates would have had a serious effect on the College's resources if credit hours had not grown by 43.2% over a 10-year period from 1986-96. Although tuitions have soared at other public and private institutions, the College's very modest increases have helped to maintain the resources vital for continuing affordable educational excellence. What would be an increase of hundreds of dollars at other colleges amounts to just a $30.00 tuition increase for an Oakton full-time student.

Fiscal Year	FY 1994	FY 1995	FY 1996
Tuition Rate	$30.00	$32.00	$33.00

Credit Hour Enrollment History Fiscal Years 1986 - 1996

The strong positive growth in total credit hour enrollment represents the College's success in meeting the educational requirements of the community by providing quality instruction, congenial facilities and course offerings which meet student needs.



BEST COPY AVAILABLE

FINANCIAL CONDITION *Financial Condition*

Expenditure by Type of Service

Services to students of instruction, academic support, and a broad range of student counseling and services remain the primary focus of the College in support of its educational mission; instructional activities account for almost $23 million of the expenditures in this category. Other significant activities in this area include assessment testing, registration for classes, operation of the library and media services, and student development. The College spends over two-thirds of its primary operations resources in providing services to students.

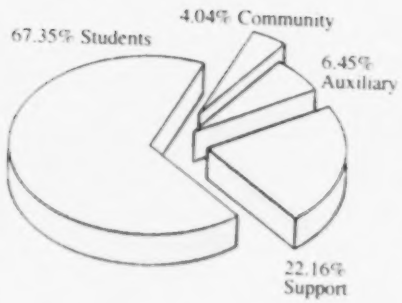
Services to the community provide students and residents of the district with facilities and expertise outside the academic realm such as seminars, workshops, forums, lectures of interest to the public at large, and other public service and cultural events. Continuing education and Kids' College are major programs of the Alliance for Lifelong Learning (ALL). Other activities include the Emeritus Program for Older Adults, Oakton Alumni Association, and operation of the Koehnline Visual Arts and Performing Arts Centers.

Auxiliary enterprises are those activities not related to instruction for which fees are charged or that engage in buying and selling of goods and services. Examples are the cafeteria and bookstore.

Operating support services are those necessary activities which are required to operate and maintain the College's campuses and to administer the College's general operations, such as accounting services, business services, human resource services, and other activities which manage and support the overall College operation.

USE OF RESOURCES FOR THE YEARS ENDED JUNE 30

	1992 (000)	1993 (000)	1994 (000)	1995 (000)	1996 (000)
Services to the Students	$24,755	$25,557	$28,302	$29,610	$30,499
Services to the Community	1,504	1,544	1,880	1,772	1,828
Auxiliary Enterprises	2,230	2,337	2,437	2,875	2,921
Operating Support Services	7,958	7,828	7,542	9,089	10,039
Total Expenditures	**$36,447**	**$37,266**	**$40,161**	**$43,346**	**$45,287**



Expenditures by Type of Service
for the Year Ended June 30, 1996

BEST COPY AVAILABLE

Expenditure by Type of Cost

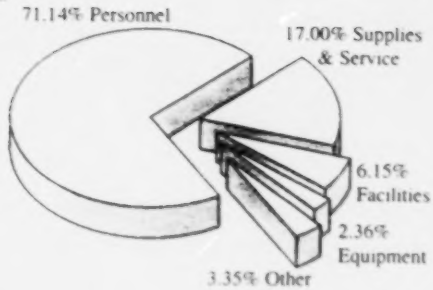
As with any service organization, personnel costs —salaries and benefits—make up the single largest cost category, and almost half of those costs are just the salaries paid to faculty and instructors in support of the College's educational activities. Benefits, including health, unemployment and Medicare insurance costs, constitute slightly more than 14% of the costs in this area.

Supplies and service costs account for 17% of primary operations costs. They include services provided by outside agencies as well as instructional and administrative supplies.

The "facility operations" category records the costs of operating and maintaining the College's two campuses in Des Plaines and Skokie. Approximately 45% of these costs are for utility charges such as electricity, gas and refuse collection.

Equipment costs represent the College's investment in equipment which varies from computers to cadavers to instructional video projection systems and other similar items costing $500 or more.

The "other expenses" category includes instructional chargebacks paid to other community colleges and various miscellaneous costs such as bank service charges and required grant program audit charges.



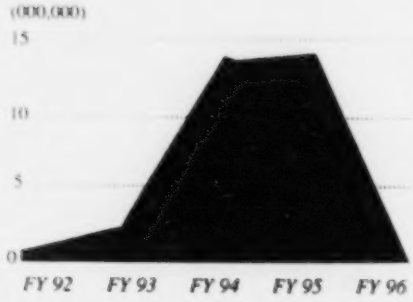
Expenditures by Type of Cost
for the Year Ended June 30, 1996

USE OF RESOURCES FOR THE YEARS ENDED JUNE 30

	1992 (000)	1993 (000)	1994 (000)	1995 (000)	1996 (000)
Personnel Costs	$25,410	$26,833	$28,958	$30,703	$32,218
Supplies and Service Costs	6,690	6,753	7,111	7,723	7,697
Facility Operations Costs	2,090	1,745	1,686	2,188	2,787
Equipment Costs	1,074	744	796	1,185	1,066
Other Expenses	1,183	1,191	1,610	1,547	1,519
Total Expenditures	**$36,447**	**$37,266**	**$40,161**	**$43,346**	**$45,287**

BEST COPY AVAILABLE

FINANCIAL CONDITION *Financial Condition*



Total Site and Construction

Site and Construction

Almost 84% of the site and construction expenditures for the last five years have supported constructing and equipping new facilities to meet the College's growing enrollment and educational needs. These efforts were financed mainly by transfers from primary operating resources because the state could provide no construction support and the students could not wait.

The Ray Hartstein Campus was purchased from Township High School District 219 in 1989 for $5.0 million payable over 10 years. The eighth payment of $500,000 was made July 1, 1996, leaving a two-payment balance of $1.0 million.

Improvement and remodeling projects over the last few years have included the repaving of College roadways and parking lots, a remodeled food service area, carpeting replacement, and installation of an improved voice and alarm (both lights and buzzers) emergency warning/alert system.

FINANCIAL ACTIVITY FOR THE YEARS ENDED JUNE 30

	1992 (000)	1993 (000)	1994 (000)	1995 (000)	1996 (000)
Revenues by Source					
Property Taxes	$0	$1,532	$537	$0	$0
Investment Income Earned	1,146	1,464	1,230	698	263
Other Sources	0	276	100	54	49
Transfers from Primary Operations	9,000	5,000	2,000	0	0
Total Site and Construction	**10,146**	**8,272**	**3,867**	**752**	**312**
Expenditures by Type of Activity					
Site Improvements/Remodeling	173	144	349	402	404
Site-Related Expenditures	1	84	413	198	336
Ray Hartstein Campus Purchase	500	500	500	500	500
New Facilities Costs	359	1,950	11,481	11,935	509
Total Site and Construction	**$1,033**	**$2,678**	**$12,743**	**$13,035**	**$1,749**
Previously Accumulated Balance	$9,000				

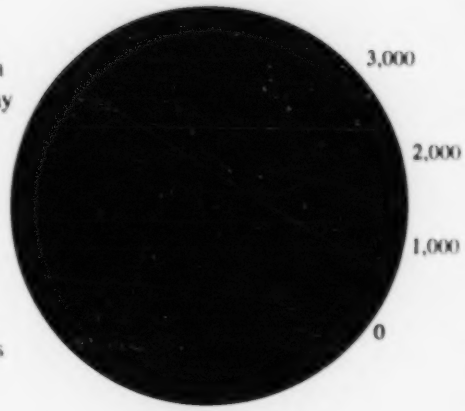
BEST COPY AVAILABLE

Bond Issue

On Dec. 17, 1991, the College issued $12,000,000 in General Obligation Working Cash Bonds, series 1991, for the purpose of having sufficient cash on hand to meet day-to-day operating requirements. To support the construction of badly needed new facilities without any state support, the College was forced to use operating fund balances. This created a deficit in the Education Fund as credit hour grants, student tuition and fees, and personal property replacement taxes were reassigned to site and construction purposes.

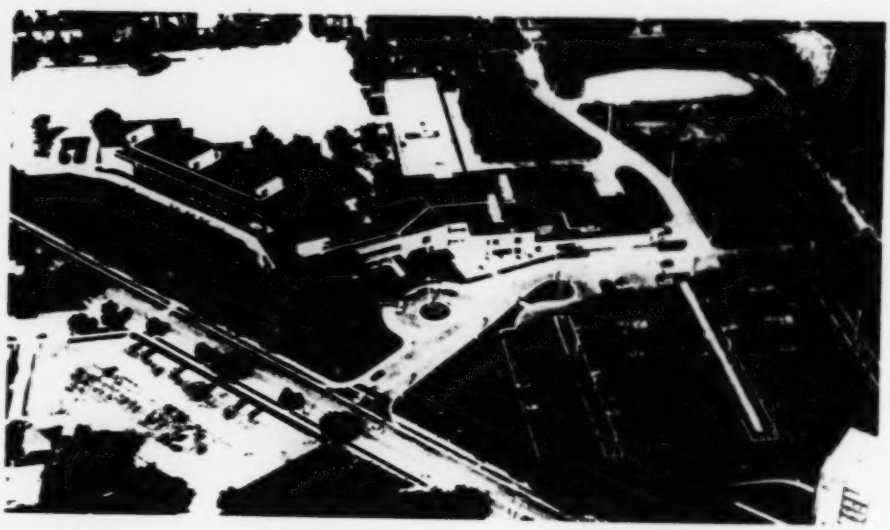
The bonds were issued in $5,000 denominations and matured on Dec. 1 of each year, 1992 through 1996. Interest rates range from 4.6% to 6.1%. Because the bond issue was financed by an additional tax levy, it has no financial impact on the College's primary operations.

The bond issue was fully paid as of Dec. 1, 1996. The ending of these payments will reduce the tax levy by the amount for the bond principal and interest payments which was $3.2 million on the 1995 tax year levy.



Bond Issue
Principal and Interest

Interest Principal



Above: Ray Hartstein Campus in Skokie

BEST COPY AVAILABLE

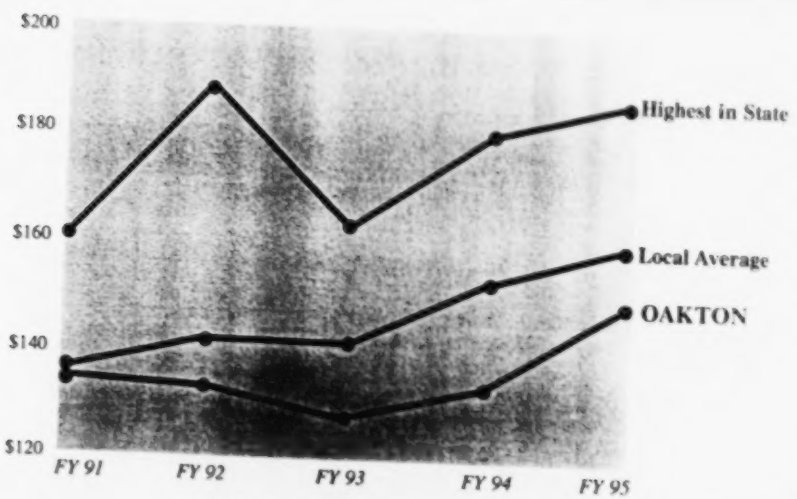
How Well Are We Doing?

Our success is measured in our students' achievements and success. When a former student graduates from a four-year college or university, that achievement reflects on Oakton. The successful launching of a career by a student who has completed one of our career programs is a measure of our achievement and success.

Unit cost is also a criterion by which we can measure our success in providing efficient and economical services to our students and the community. Unit cost data compare instructional costs for all Illinois community colleges on a standardized basis and unify the data as a dollar cost per credit hour for each college. As the following table and graph clearly show, Oakton's unit cost record is comparable to that of other local community colleges, compares favorably with most state averages, and is appropriate for a college of its size, educational programs, staffing, location and facilities. As evidence of continued success at cost containment, our unit cost rose by just 0.54% for Fiscal Year 1996.

NET INSTRUCTIONAL COST PER CREDIT HOUR

Fiscal Year	OAKTON	Local Area Average	State Highest	State Average	State Lowest
1991	$134.13	$136.08	$160.09	$121.74	$84.56
1992	132.92	141.68	189.53	123.44	85.63
1993	127.85	141.48	163.18	126.88	70.54
1994	133.86	153.43	181.14	136.09	93.40
1995	150.05	159.96	187.18	147.66	98.04
1996	150.86	*Other comparative data not available.*			



Unit Cost per Credit Hour

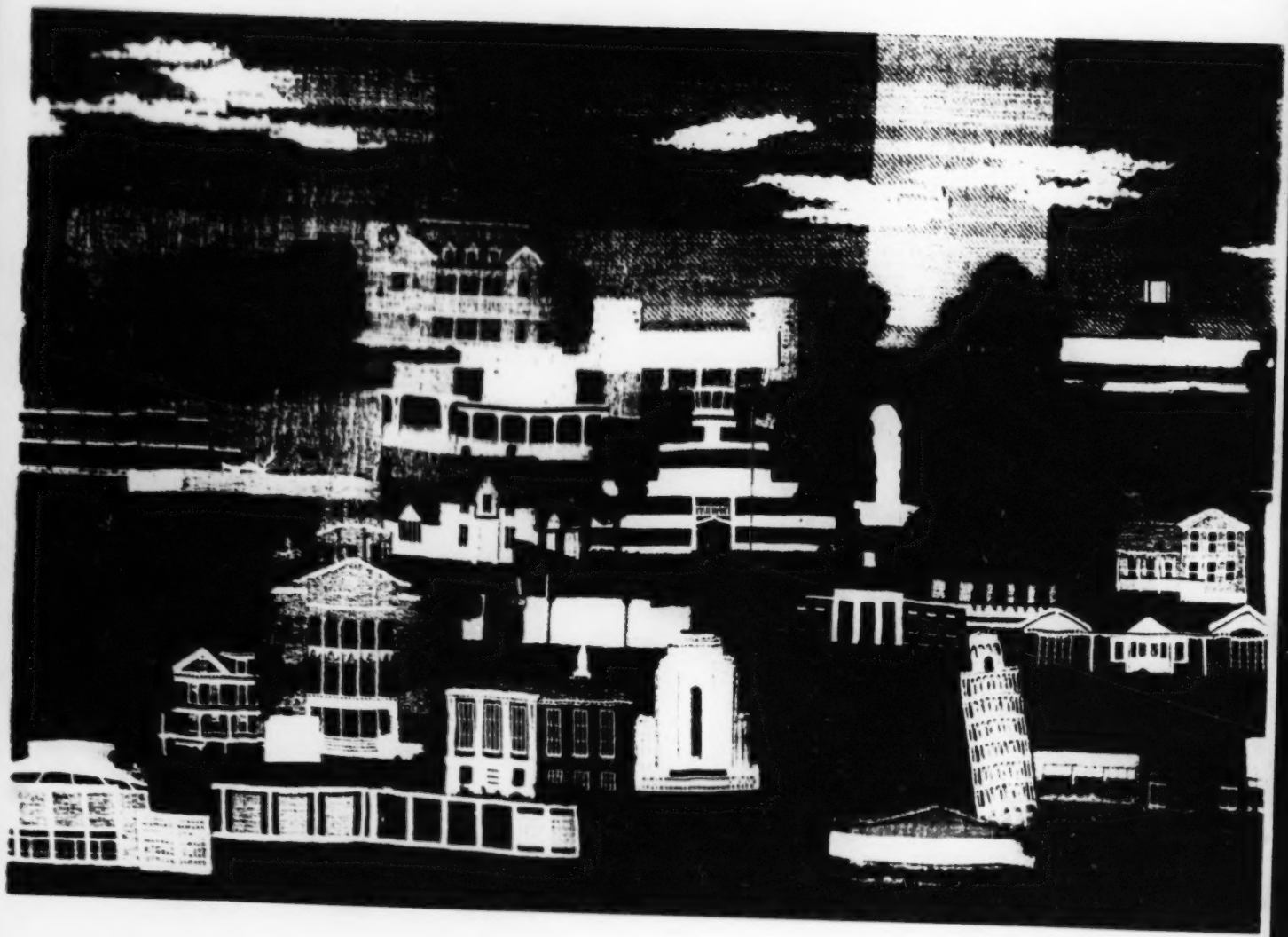
28BEST COPY AVAILABLE

About the Artist

The tapestry depicted on the cover was created by Sally Schoch, a Wilmette resident. Sally has studied at the University of Chicago, the University of Miami and the School of the Art Institute of Chicago, graduating with a Bachelor of Fine Arts degree. She continued her education by earning a Master of Fine Arts degree at the School of the Art Institute of Chicago; her special thesis work centered on fabric collage. She has participated in many art fairs and shows in the Chicago area, including exhibits at Marshall Field's and Neville-Sargent in Chicago as well as a one man show at the National College of Education in Evanston, Illinois. Her corporate commissions include work for Bally Corporation, Bank of America, First Illinois Bank and the Joliet City Hall. She is a member of the Handweavers' Guild of America and the North Shore Weavers' Guild. Sally loves the challenge of anything involving the visual arts and works in a wide variety of media.

1. Oakton Community College 2. Kinder House 3. Maine West High School 4. Northbrook Village Hall 5. Glenbrook South High School 6. Kinnicott House, The Grove 7. Maine East High School 8. Maine South High School 9. Glenbrook North High School 10. Glenview Naval Air Station 11. Maine Township Offices 12. Park Ridge Library 13. Pickwick Theater 14. Hug-The-Bear 15. Western Golf Association 16. Chicago Botanic Garden 17. Golf Train Station 18. Leaning Tower Y.M.C.A. 19. Niles Public Library 20. Morton Grove Public Library 21. Niles West High School 22. Morton Grove Historical Society 23. Northfield Village Hall 24. Glencoe Village Hall 25. Glencoe Public Library 26. Skokie Village Hall 27. Glencoe Train Station 28. Niles North High School 29. Skokie Public Library 30. Tower 31. Winnetka Community House 32. Winnetka Village Hall 33. Ray Hartstein Campus 34. New Trier High School 35. Kenilworth Train Station 36. Gross Point Village Hall 37. Lincolnwood Village Hall 38. Bahai Temple 39. Wilmette Public Library 40. Evanston High School 41. Evanston Lighthouse 42. Evanston Public Library 43. Dawes House 44. Lake Michigan

BEST COPY AVAILABLE



BEST COPY AVAILABLE